

MINUTES
P-16 Council
September 21, 2001

The P-16 Council met September 21, 2001 in the Kentucky Department of Education's State Board Room, Capital Plaza Tower, Frankfort, Kentucky.

ROLL CALL

The following members were present: Peggy Bertelsman, Gordon Davies, Carol Gabbard, Phil Rogers representing Joe Early, Gail Henson, Mary Ellen Weiderwohl representing Susan Leib, Shirley Menendez, Gene Wilhoit and Paul Whalen. CPE and KDE staff present: Lois Adams-Rodgers, Jim Applegate, and Dianne Bazell.

A moment of silence was observed in memory of Philip Huddleston and to reflect on the Attack on America.

*APPROVAL OF
MINUTES*

Carol Gabbard clarified that on page two of the June 11, 2001, minutes, Katie Haycock's Power Point presentation was on Kentucky Department of Education's Web site: <http://www.kde.state.ky.us>. Also, on page five, paragraph two of the Governor's Literacy Summit, the Literacy Partnership's Web site address is not available at this time.

Shirley Menendez moved that the June 11, 2001 minutes be approved. Gail Henson seconded the motion. They were approved by acclamation.

*POLICY ISSUES AND
PLAN OF WORK*

Discussion:

Gene Wilhoit and Gail Henson expressed a need to address the counseling support issue for students. More than one counselor is needed per elementary, middle, and high school. Also, a strong counseling system is needed in the two and four-year postsecondary institutions. Programs need to be in place and systems must be accessible, user-friendly, and have within them people who can help students think through tough decisions. Gail Henson cautioned that there are a lot of student developmental issues that need to be addressed. A strong counseling mechanism would affect retention planning.

Gordon Davies reported that a large number of high school students are going into the Kentucky Community and Technical College System. This indicates that a more rigorous curriculum should be required for ALL students. Gene Wilhoit reported that the Kentucky Board of Education is addressing this issue through the Program of Studies. Separate curriculum paths should not be in place for students starting with the class of 2002; however, the KBE is now addressing the question, "Is that curriculum sufficient for success in postsecondary education?" Gordon Davies suggested changing the GED regulation that deals with 16 year-old dropouts not being allowed to enroll in a GED program until they are 18.

(This is currently part of the discussion taking place regarding Successful Transition: Zero Dropouts.)

Gail Henson recommended adding the following as a bullet under policy question #2: *Continue to monitor the senior year experience*. Gene Wilhoit suggested that it would be interesting if the senior portfolio served as an application to an institution of higher education and if the institution of higher education were involved in the evaluation process of this piece.

Shirley Menendez made the motion that the proposed questions in the P-16 Council's 2001-2002 Policy Issues and Proposed Work Plan draft document be rewritten into an affirmative form to allow for further discussion around the specific work plans and policies relating to these topics. Gail Henson seconded the motion. The motion was approved.

*COUNCIL OF
CHIEF ACADEMIC
OFFICERS' TASK
FORCE ON
TEACHER QUALITY*

Dr. Barbara Burch, Provost and Vice President of Academic Affairs at Western Kentucky University, and Dr. Michael Marsden, Provost and Vice President of Academic Affairs at Eastern Kentucky University, presented a progress report of the Council of Chief Academic Officers' Task Force on Teacher Quality and the Teacher Education Agenda. The retention of experienced teachers is the principal objective of this agenda with emphasis on continuing professional development for teachers. A steering committee focusing on shared leadership has been formed. Jim Applegate, Council on Postsecondary Education, serves on this committee.

The Teacher Education Agenda was presented to the CPE in January 2001 and is being refined. The CPE sponsored a statewide conference October 18-19, 2001, at Centre College to turn the action agenda into an action plan. This conference will include institutional teams of decision-makers from every one of the public and private colleges in the state that contribute to the preparation of teachers. Representatives from the KCTCS, the KDE, the Education Professional Standards Board, and the Prichard Committee will attend. Accountability pieces will be attached to the action plan. A follow-up meeting with P-12 partners will be held January 2002 to further refine plans and make connections.

In the P-16 Council's review of the nine recommendations of the action agenda, Gail Henson encouraged the deletion of the term public and Peggy Bertelsman asked for the college and university presidents' visibility in this initiative. Shirley Menendez commented that she thought it would be significant to involve individuals from the colleges of science and mathematics.

*2001-2006
ACTION AGENDA*

Gordon Davies provided copies of the CPE's Action Agenda. The CPE, prior to each legislative session, publishes the action agenda. The agenda includes five questions on which the CPE sets and measures its performance. It includes factors and reports of how the CPE is doing with regard to enrollments, new partnerships, the Kentucky Virtual University, etc. Inside the action agenda are one-page responses from higher education

institutions regarding their plans for the coming five years. Gordon Davies also reported that postsecondary enrollment increased this fall by 11,000 students. This is the first time in Kentucky history that Kentucky has more than 200,000 students in colleges and universities with a large amount of the enrollment being at KCTCS. Strong growth is being seen at Western Kentucky University, Northern Kentucky University, and Morehead State University.

Gail Henson commented that cost is a barrier to postsecondary education and needs to be addressed by the P-16 Council. Dr. Davies indicated this is a matter of making the public more knowledgeable regarding the affordability of postsecondary education.

*IMPLEMENTATION OF
ALIGNMENT TEAM
RECOMMENDATIONS*

Starr Lewis and Dianne Bazell provided an update on the implementation of the literacy and mathematics alignment team recommendations. Starr reported that Michael Miller attended the National Technical Advisory Panel on Assessment meeting and reported that NTAPPA is willing to pull out the writing portfolio data from the validation study and reconsider their position. Dianne Bazell reported that chief academic officers are considering the implementation of using the writing portfolio score as a placement device along with other literacy and mathematics alignment teams' recommendations. The Teacher Quality Task Force will include the implementation of the P-16 alignment team recommendations in its final report. CPE is reviewing proposals for the Eisenhower funds. CPE has highlighted the literacy and mathematics alignment teams' recommendations particularly in the teaching of reading beyond third grade, reading for comprehension, reading for making diagnostic recognition, and for the promotion and development of algebra II, algebra readiness in middle school, and algebra II in the high school. Those proposals have been given extra points and highlighted in the request for proposals.

Gordon Davies suggested inviting a small group of Governor's Scholars to the December P-16 meeting to share their experiences, their sense of what works, what doesn't work, portfolios, etc. This discussion would help determine what should happen in a rigorous course at high school.

*A SINGLE, RIGOROUS
CURRICULUM FOR
ALL STUDENTS*

Discussion:

Phil Rogers suggested that coursework be more discretely broken down to align with postsecondary descriptions. The alignment teams are addressing this issue. Gail Henson commented that curriculum delivery issues need to be addressed. She also suggested that colleges need to review their admission requirements with regard to foreign language requirements. Not all colleges require a foreign language for admission. Information on how many teachers are certified to teach foreign language could be beneficial to this discussion and a redesigning of the school day in our primary schools may need take place.

Gail Henson stressed the need for students to be comfortable with

technology—possibly as part of the curriculum. The EPSB has standards for teachers related to technology and the standards are correlative with student expectations regarding technology. Gene Wilhoit commented that the technology and foreign language issues might be resolved through a set of proficiencies our students can demonstrate instead of simply earning course credits. The technical community college may be the most powerful environment for teaching technology. Foreign language might start with a robust primary curriculum. Use of the High Schools That Work data on how students use an applied approach to a rigorous curriculum to be successful.

Gordon Davies asked that the P-16 Council revisit and determine whether or not a pre-college curriculum makes sense in a system that has only one curriculum. Gene Wilhoit suggested a discussion with ultimate consumers of students would be beneficial in the preparation of students for a career. The Southern Regional Education Board has compiled information on this that could be used as a resource. Jim Applegate suggested a discussion on what a high school graduate needs to be able to do to succeed after high school.

Shirley Menendez made the motion that the P-16 endorse the concept of a single rigorous curriculum and request staffs of respective boards to work toward the development of this concept. Gail seconded the motion. It passed.

*SUCCESSFUL
TRANSITIONS: NO
MORE DROPOUTS*

Lois Adams-Rodgers and Gene Wilhoit (KDE), Cheryl King (CPE and the Cabinet for Workforce Development), and Keith Bird (KCTCS) reported that a concept paper is being developed to focus on preventing students from dropping out of school before obtaining the education needed to be economically self-sufficient and productive. The problem and solutions for 9,000 individuals leaving the public schools every year has to be viewed as every educator's responsibility. Thinking is centered around how to create a relevant curriculum, how to begin to identify deficits that exist early and intervene in a positive way, how to provide incentives so students see a future ahead of them worthy of pursuing, and how resources of the various institutions may be brought to bear in a more positive way. It was also recommended that the GED regulation be reviewed regarding a dropout having access to the GED program at an earlier age.

Keith Bird indicated the need for business and industry to work with the institutions in looking at the type of competencies such as technology and literacy as a requirement that employers will recognize. The ADA issue will also be looked at so superintendents and districts are not penalized. Keith Bird also shared that the number of dual credit courses has increased dramatically since last year. Paul Whalen commented that he would like to see Kentucky's graduating seniors have enough dual credits to have completed the first year of an associate degree at a minimum.

*REVISED HIGH
SCHOOL FEEDBACK
REPORT*

Patrick Kelly and Christina Whitfield (CPE) and Cindy Owen (KDE) provided information on the revised high school feedback report. A mandatory remedial placement policy will be in place this fall. The floor for placement in remedial mathematics and English has been set at 18 on the ACT score. If a student scores below an 18 on the ACT, they are required to take a placement exam to either place out of remedial or place into remedial. Principals across the state have indicated that this report is useful. The report now has the ability to track students' performance their first year in college rather than the first semester. This will allow high schools to see how their students do after they leave high school, and CPE will be able to see how the college placement policies are working. This report also allows for the collection of information on graduates entering college without taking the ACT. Gene Wilhoit commented that this tool would allow information to be collected over time in order to determine whether 18 is a successful benchmark.

*KENTUCKY EARLY
MATHEMATICS TESTING
PROGRAM
2001 ANNUAL
REPORT*

Professors Steve Newman and Dan Curtin shared information on the voluntary on-line Kentucky Early Mathematics Testing Program. The purpose of this program is to assess the mathematical preparation of high school sophomores and juniors early enough so they can take corrective action while still in high school. This will affect mathematics remediation for students. Last year, over 3,010 students from 29 high schools and 18 counties were tested. Representatives from research universities, regional universities, KDE, CPE, community and private colleges, and high school mathematics teachers are involved with this program. Meetings will be held with college and high school mathematics teachers throughout the state to discuss ways to make the test more effective, ways to get students to take more mathematics courses during high school, ways to stress the importance of a high school mathematics education, etc. Information has been sent to every high school principal and mathematics department chair in the state, to every member of the advisory board, to every legislator on the Interim Joint Committee on Education, to every college president, and to the Governor.

The student can take the test as many times as they want. This test provides the student feedback on whether or not they are ready for college. This test would be a good model for feedback in all the academic subjects. Feedback is immediate and is carefully broken down. The test has been shared at the State Teachers of Mathematics Conference, and the Mathematics Association of America endorses the test.

*NEWLY-FUNDED
LOCAL P-16 COUNCILS*

Dianne Bazell reported that proposals for local P-16 councils have been received. The Northern Kentucky Council of Partners of Education and the Owensboro Regional Alliance proposals have been funded in the amount of \$10,000 each.

A press conference is scheduled October 5 to identify 10 model communities in Kentucky where a variety of support will be provided to the

leadership of those communities for analysis of what the community is doing, where the gaps are, and where they need to focus their attention. This effort may result in the formation of P-16 councils.

*RESOLUTION IN
MEMORY OF
PHILIP HUDDLESTON
OTHER BUSINESS*

At its July meeting, the CPE passed a resolution in memory of Philip Huddleston. Gail Henson made the motion that the P-16 Council endorse this resolution. Shirley Menendez seconded the motion. The motion was approved.

The P-16 Council will extend an invitation for membership to Dr. Kim Townley, Office of Early Childhood Education, and Secretary Allen Rose, Workforce Development Cabinet, to be voted on at the December P-16 Council meeting.

Dianne Bazell reported that Kentucky has been invited by the Education Trust, Achieve, Inc., and Alliance of Business to apply for the American Diploma Program. This program brings business and education leaders together to look at what kinds of skills and knowledge should be included in a high school diploma to make it a real passport to postsecondary study and employment.

The P-16 Council will meet March, June, September, and December 2002. P-16 members were encouraged to look at calendars and advise Dianne Bazell or Lois Adams-Rodgers of their meeting date preferences during these months.

Lois Adams-Rodgers
Deputy Commissioner
Learning and Results Services

Regina Mingua
Executive Secretary